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On the other hand trouble arises when this special development comes to see itself as a group permanently set aside—superior to the home, the school, society as a whole in its claims upon the time, energy, loyalty of its members. When this segregation has the sanction of secrecy and like the old religious groups of which it is in part a survival attaches a stigma to withdrawal and to independent action the group becomes a faction, and congestion rather than circulation may be the result.

In all time the developments of one period carry over into new ages serving at once to conserve and to limit as well as to suggest and irritate. This book does not show how a machine of aristocracy is to be transformed into an engine of democracy but it may help some teachers, parents, and even pupils to see the problem in larger outlines.

The Management of a City School. By ARTHUR C. PERRY, JR., PH.D. New York: Macmillan, 1908. Pp. 350. Price, \$1.25 net.

A better title for this book would be "The Principal of a City Elementary School," for the problem is looked at from the standpoint of the principal throughout—management means the control by the principal—and no attention is given to secondary schools. The student will find excellent material in it in meeting his problems and even the experienced principal or superintendent will value the organization of suggestions.

There are chapters on "The Principal" and (1) "The State;" (2) "The Public;" (3) "The Authorities;" (4) "The Teachers;" (5) "The Pupils;" (a) material equipment, (b) physical welfare, (c) scholastic progress, (d) moral development; (6) "The Principalship." Sample letters for various purposes are given, also citations from the rules of many city schools. These are so frequent and this aspect is so much to the front that the work seems to lean too much to the legal side although there is constant effort to give attention to the moral and reconstructive aspect. The appendix contains questions on "School Management" as given in the examinations of half a dozen leading cities.

The book seems to show Mr. Chancellor's influence to some extent in style and method, but is not equal to his best work. The chapter on "Moral Development" shows much thought. Many teachers will be helped by the brief "philosophy of discipline," even though they may not agree with it. The crucial chapter is the one on "The Principal and the Teachers." One feels the need of re-reading some such work as Mrs. Young's *Isolation in the School* after studying this chapter, for while we are sure that a school conducted on Dr. Perry's principles would be a good one, it is well to have in mind that there are attempts at more democratic organization than it suggests.

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Methodik des Unterrichts in der deutschen Sprache. Von ADOLF SCHULTZ. Leipzig und Berlin: Teubner, 1906. Pp. 245.

The method of teaching the native tongue in German classes, corresponding to the higher grade of the grammar school and the high school in America, is

very instructively discussed. American teachers would do well to keep in touch with German experience and method through the reading of books like this.

Streifzüge durch die Welt der Grossstadtkinder. Lebensbilder Gedankengänge für den Anschauungsunterricht in Stadtschulen, von F. GANSBERG. Zweite Auflage mit Buchschmuck von C. WINDELS. Leipzig und Berlin: Teubner, 1907.

The subject of this book is the child's out-of-door life in a big city. It intends to give the public-school teacher in Germany an outline and an inspiration for his teaching object-lessons. The American teacher could draw from it material for his German conversation classes.

Die beiden Freunde. Eine Erzählung von GENERAL-FELDMARSCHALL GRAF HELMUTH VON MOLTKE. Edited by K. D. JESSEN. New York: Henry Holt & Co., 1907.

Among the best German prose-writers of modern times are to be found the two men who were instrumental in building up the German Empire—Bismarck and Moltke. Here we have a delightful little story told by Moltke. It is to be hoped that Bismarck's classical prose will also be represented in an American textbook, before very long. Moltke's *Die beiden Freunde* can be read in third-year high-school German.

Erstes Sprach- und Lesebuch. A German Primer by LEWIS ADDISON RHOADES AND LYDIA SCHNEIDER. New York: Henry Holt & Co., 1906. Pp. 107.

This book is intended for pupils in the third and fourth grades. Many public and private grammar schools now include German in their schedules. They will be glad to have such a practical and well-arranged textbook for their purposes.

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Selected Poems of Shelley. "Riverside Literature Series." Edited by GEORGE HERBERT CLARKE. Boston: Houghton, Mifflin & Co., 1907. Pp. lxxix+266.

Few classics in English literature have escaped the editorial microbe. Shakespeare and Browning may need editing—certainly they get enough of it; Milton and Tennyson have been edited almost beyond recognition; and even Holmes and Whittier have not eluded the omnipresent editor. To all this editing, and much of it is indisputably necessary, one objection is almost everywhere apparent: the pupil for whom the classic is annotated is not always considered. Few texts, indeed, are edited for pupils in definite grades of school work. There is, to be sure, some reason for this discrepancy: all classics are not read in the same year, or within the same two years, in all schools. *Silas Marner*, for example, is read from the seventh or eighth grade to the twelfth grade, and even in the first year of college work. To edit such a classic for these various